### International Journal of Advance Scientific Research (ISSN - 2750-1396)

VOLUME 04 ISSUE 03 Pages: 43-45

SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.



# **EVOLUTION OF PEDAGOGICAL THEORIES IN PHYSICAL EDUCATION**

Submission Date: March 11, 2024, Accepted Date: March 16, 2024,

Published Date: March 21, 2024

Crossref doi: https://doi.org/10.37547/ijasr-04-03-09

#### **Bekmurodov Elmurod Jovlievich**

Tashkent Institute of Economics and Pedagogy, Uzbekistan

### ABSTRACT

This doctoral thesis explores the integration of modern technologies in the process of physical education and sports training, with a particular focus on the pedagogical aspects of this integration. Amidst the rapid evolution of digital technologies, their application within educational contexts, especially in physical education and sports training, presents both opportunities and challenges. This research aims to dissect these dynamics by asking.

## **K**EYWORDS

Physical education, early foundations, the turn of the 20th century, scientific principles, modern pedagogical theories, inclusive approaches.

### INTRODUCTION

The landscape of physical education (PE) has undergone significant transformation over the centuries, evolving in response to changing societal values, educational philosophies, and scientific advancements. This evolution reflects a complex interplay between the development of pedagogical theories and their application within PE and sports training contexts. Understanding this historical progression is essential for comprehending the current and future trajectories of technology integration in PE. This section explores the evolution of pedagogical theories in physical education, highlighting key

Volume 04 Issue 03-2024

### International Journal of Advance Scientific Research (ISSN - 2750-1396)

VOLUME 04 ISSUE 03 Pages: 43-45

SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874)

OCLC - 1368736135











milestones and shifts that have shaped its contemporary practices.

The early foundations of PE can be traced back to ancient civilizations, where physical training was integral to military preparation and cultural rituals. However, it was not until the 18th and 19th centuries that the pedagogical underpinnings of physical education began to take a formal shape, influenced by educational reformers such as Johann Bernhard Basedow and Friedrich Ludwig Jahn in Europe. These pioneers advocated for the inclusion of physical exercise in the educational curriculum, emphasizing its role in holistic development—enhancing physical health, moral character, and intellectual acuity.

The turn of the 20th century marked a pivotal shift towards the scientific study of physical education, driven by a growing interest in anatomy, physiology, and psychology. This period saw the emergence of physical education as a distinct academic discipline, with institutions beginning to offer specialized training for PE teachers. The application of scientific principles to physical training led to the development of systematic methods and the promotion of physical fitness as a key component of public health.

The mid-20th century introduced significant pedagogical innovations in PE, influenced by broader educational theories such as behaviorism, cognitivism, and constructivism. These theories reshaped the objectives of physical education, moving beyond mere physical fitness to encompass social, emotional, and cognitive development.

Behaviorism influenced PE through the application of conditioning and reinforcement techniques, focusing on the acquisition of specific skills and behaviors through repetition and feedback. Cognitivism, on the other hand, introduced the idea that learning in PE involves processing information, problem-solving, and understanding, emphasizing the role of the mind in physical performance and skill acquisition. Constructivism further expanded the pedagogical framework by suggesting that learners construct knowledge through experiences and interactions within their environment, promoting a more personalized and exploratory approach to physical education.

In the late 20th and early 21st centuries, pedagogical theories in PE have increasingly focused on holistic and inclusive approaches, recognizing the diverse needs and abilities of learners. This period has seen the rise of sociocultural theories that emphasize the importance of context, culture, and community in shaping physical education practices. Inclusive pedagogy, focusing on adapting physical activities to meet the needs of all students, including those with disabilities, has become a central concern. The advent of the 21st century has also witnessed the growing importance of technology in education, leading to the exploration of how digital tools and resources can be integrated into PE to enhance learning. Theories of digital pedagogy, which examine the use of technology to support teaching and learning processes, are now being

### International Journal of Advance Scientific Research (ISSN - 2750-1396)

VOLUME 04 ISSUE 03 Pages: 43-45

SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874)

OCLC - 1368736135











applied to physical education, signaling a new era of innovation and adaptation.

The evolution of pedagogical theories in physical education reflects a dynamic field that has adapted to changing societal needs, scientific advancements, and educational philosophies. From its early emphasis on physical fitness and moral development to the contemporary focus on holistic, inclusive, and technologically enhanced learning, PE has continually evolved to provide effective. engaging, and equitable more educational experiences. As we move further into the digital age, the integration of modern technologies in PE presents new opportunities and challenges, requiring ongoing research and innovation to optimize pedagogical practices for the benefit of all learners.

#### REFERENCES

- 1. Fisher, T. B., & Wu, C. (2021). Biometric wearables in sports training: A review. Journal of Sports Technology and Innovations, 5(4), 234-245.
- 2. Green, M. L., & Knight, J. P. (2019). Artificial intelligence in physical education: Opportunities and challenges. Physical Education Journal, 88(2), 112-124.
- 3. Harris, P. (2020). Longitudinal effects of technology-enhanced physical education on student fitness levels. American Journal of Sports Science, 38(3), 301-313.
- 4. Jackson, T. (2018). Funding models for educational technology initiatives. University Press.

- 5. Kumar, N., & Singh, A. (2019). Augmented reality in sports training: Future perspectives. Proceedings of the International Conference on Innovative Technologies in Sports Science (pp. 145-152).
- **6.** Lee, D. H., & Park, S. J. (2022). Digital wellness and screen time: Balancing technology use in physical education. Health and Technology Journal, 14(1), 89-97.

Volume 04 Issue 03-2024